DOCUMENT RESUME

ED 058 796 FL 002 877

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TITLE	[Sample German LAPS.]
INSTITUTION	Federal Way School District 210, Wash.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	P-17-210-70-430
PUB DATE	70
NOTE	59p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Basic Skills; *Behavioral Objectives; Classroom Materials; Cultural Education; Educational Resources; *German; *Individualized Instruction; *Instructional Materials; *Language Instruction; Modern Languages; Secondary School Students; Second Language Learning; Student Evaluation; Student Motivation

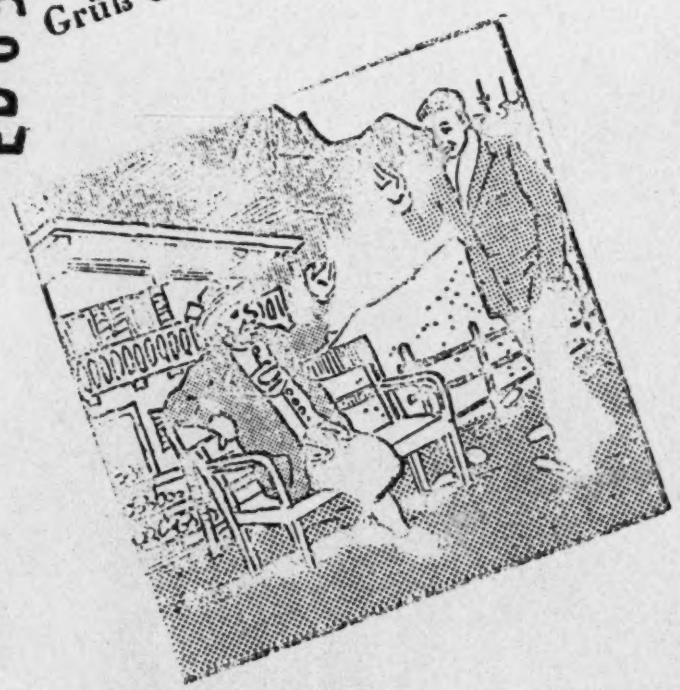
ABSTRACT

Four learning activity packages (LAPS) for use in secondary school German programs contain instructional materials which enable students to improve their basic linguistic skills. The units include: (1) "Grusse," (2) "Ich Heisse...Namen," (3) "Tune into Your Career: Business Correspondence 'Auf Deutch'," and (4) "Understanding German Culture." Lessons suggest instructional objectives, required activities, evaluation procedures, and individual student projects. (RL)

ED 058796

GERMAN
LAP I

Grüß Gott! Guten Morgen!



Guten Tag!

Guten Abend!

Auf Wiederhören!

GRÜßE

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Auf Wiedersehen!

Tschüss!

Prepared by:
Bianca Rosenthal Ph.D.
For Use At: Federal Way
School District
Summer, 1970

GERMAN - LEVEL I
VERSTEHEN UND
SPRECHEN - UNIT I

E. S. E. A. Title III
Project #17-210-70-430

FL 007 811

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MAIN IDEA:

FLUENCY IN THE TARGET LANGUAGE

PURPOSE:

The successful completion of this Learning Activity Package (LAP) will enable you to develop further your skills in speaking the foreign language you are studying.

All the activities in the LAP are interrelated. That is, you may be developing more than one skill with any activity. If you use all materials correctly you will finish the course having developed skills not only in reading and writing the language, but in speaking and understanding it, also.

LEARNING OBJECTIVES:

1. LISTENING COMPREHENSION - Given orally any word, phrase, or sentence from the unit you are studying you will be able to demonstrate your comprehension of German spoken at a normal rate of speed by

1.1 being able to summarize, in English, in written or oral form what has been said.

1.2 answering questions, in German, in oral or written form, on what has been said.

2. SPEAKING - Given tapes and small group practice sessions, you will be able to repeat exactly what is said by the speaker, pronouncing all words as he pronounces them. You will be able to demonstrate this skill by

2.1 translating the meanings of the vocabulary of all basic sentences and pattern practices into English.

2.2 using the words you have memorized to speak German in short correct sentences when participating in a dialog or group discussion.

2.3 answering in German any of the questions contained in the 20 basic sentences or the Question-Answer practice, using any suitable answer available in the basic sentences.

2.4 asking the appropriate question, when directed in English to do so, using the correct form as found in the basic sentences.

3. READING ABILITY-Given the basic and supplementary material utilized in this course, you will be able to read aloud in German with ease, proper intonation and meaning as demonstrated by

3.1 reading aloud the dialogs, basic sentences and patterns.

3.2 reading aloud the conversations at the end of the unit.

3.3 reading aloud supplementary material (magazines, other texts, etc.)

4. READING COMPREHENSION - Given written (i.e. printed) German you will be able to understand it, as demonstrated by

4.1 being able to summarize, in English, in oral or written form, what you have read.

4.2 answering questions, in German, in oral or written form, about what you have read.

LEARNING OBJECTIVES (CONTINUED)

5. WRITING - You will be able to write in German, spelling correctly and using correct grammatical sentences and idioms, as demonstrated

5.1 by dictation on the material in the unit.

5.2 by completing written assignments in German, on the material in the unit.

5.3 by achieving a degree of accuracy on all points on a written text, part in English and part in the target language, on grammar, vocabulary and word usage necessary for the next level of instruction in German.

6. APPLICATION - You will be able to differentiate between words and their meanings, recognize the relationship between them and apply concepts and specific information to novel situations, as demonstrated by

6.1 identifying correct grammatical forms or idioms.

6.2 selecting the correct completion of a phrase or sentence.

6.3 Given in German any line of any pattern practice of the basic text or supplementary material, and given a substitution, you will be able to repeat the given sentence with the substitution, using correct German.

7. CULTURAL UNDERSTANDING - You will be able to understand the cultural aspects of Germany and German speaking countries, as demonstrated by

7.1 acquiring a certain level of information about these countries from the basic text and supplementary materials.

7.2 being able to answer questions in German or English, in oral or written form about those countries, their culture and customs or

7.3 being able to identify them in a dialog, text, or visual representation of nonverbal behavior.

7.4 being able to perform appropriately in conventional situations as they relate to the German speaking world.

PRE-TEST

None required for this LAP

LEARNING ACTIVITIES:

REMEMBER: I. Feel free to ask your instructor's help whenever you may need it.

2. Activities are by no means limited to only those listed in this LAP. If you think of an activity you believe can help you, or additional material that you may want to use, see your instructor.

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE #1 - LISTENING COMPREHENSION

1. Throughout this LAP you will be directed to practice with tapes. Listen carefully. Try to distinguish each specific sound. Commit the sounds to memory, along with the translation of the words so that whenever you hear the words you will recognize them.

2. Listen to tape #1 Verstehen und Sprechen -
Basic Dialog Grüsse (p.2)
Question - Answer Practice (p.3)

3. Concentrate
Be sure you can pronounce correctly the following: wieso, leid, Frau, Fräulein, Lübke, Schröder, zu Hause

OPTIONAL: 1. Use the pronounciation transparency and the overhead projector.

2. You may check out the disc recording Dialog #1

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE #2 - SPEAKING

1. With a group of 2 or 3 other students practice the basic dialog and question-answer practice using flashcards 20, 17, 34, 4 and 5.

2. Answer the questions in complete sentences in a small group discussion (see your instructor for this activity).

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE #3 READING ABILITY
and LEARNING OBJECTIVE #4 READING COMPHRENSION

1. Re-read the conversation and question-answer practice with an adequate pronunciation.

2. Record it on your special tape.

3. Memorize all words and translations.

4. Check your vocabulary list for this chapter (handout).

5. You may add additional words.

6. Know the meaning of all words - look them up in the dictionary.

7. Memorize the spelling of all vocabulary from the basic sentences - be able to write any part of these from dictation.

8. Compare your answers with students who are on the same level that you are.

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE #5 - WRITING ABILITY

1. Copy out accurately basic sentences 10-20 (Verstehen und Sprechen p.20)

   or

2. Workbook (Ubungsbuch) #1

3. Write out in full Pattern practice #10 (Verstehen und Sprechen, p. 5)

   or

4. Workbook (Ubungsbuch) #2

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE #6 - APPLICATION

These activities are divided into 4 sections: A, B, C, and D.

With part A you will learn a grammar point.

With parts B, C, D you will learn a word usage point.

A. You will be able to use correctly the third person sing-

form of the verb sein = to be

1. Read Pattern Practice #5 (Verstehen und Sprechen, p.4)

2. Practice with tape #1 (Verstehen und Sprechen)

If it seems hard for you, do it again.

B. you will be able to use the idoms with dative
es geht _____ gut
es tut _____ leid

C. you will be able to use properly within the given frames:
dir
Ihnen
mir
uns

1. Read the generalization 2-A in HAUSAUFGABEN für Verstehen und Sprechen, p.6 or Handout
2. Do the Writing exercise 2-A in HAUSAUFGABEN für Verstehen und Sprechen p.6
3. Check your work in the Answer part of Hausaufgaben, p.57 or with the projectuals.
4. Correct any errors. If you missed some answers, go over the learning activities again, study it or see your instructor or another student who can help you.
5. Now go back and read the entire Pattern Practice 1-10 in Verstehen und Sprechen, pages 4,5.
6. Practice the above with tape #1

Watch your pronunciation and practice with a small group of other students or attend a small group discussion (see your instructor for this activity).

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE #7 - CULTURAL UNDERSTANDING

1. Read These Strange German Ways, p.4

Optional: Give a short report in English on the above in your small group discussion.

SELF - EVALUATION:

1. Check all Writing Exercises in the Answer Book as soon as you complete each one.
2. Correct any errors.
3. Try to find the reason for your errors.
4. Assure yourself that you understood the dialog and basic sentences by using the checkout questions after each conversation, for oral or written answers.
5. Compare your answers with students who are on the same LAP.
6. If you need help at <u>any time</u>, see your instructor or another student who can help you.
7. When you finish the LAP, see your instructor for testing. When you have tested satisfactorily you are ready to go on to the next LAP.

POST-TEST:

1. There is no written post-test for this LAP. You will be tested on this material in the written post-test for LAP #2.
2. Oral post-test: You should be able to answer the questions about the dialog basic sentences. You may
   a. hand in your special tape on which you recorded the answers

      or

   b. answer the questions in complete sentences in German, when the instructor asks questions in a small group discussion.

ADDITIONAL LEARNING OPPORTUNITIES:

YES, IT PAYS EXTRA CREDIT !!!

1. Following the directions for learning objectives #1 and 2, rehearse with another student, one or as many conversations as you may wish in your basic text Verstehen und Sprechen, p. 6-8.
2. When you are ready perform the conversation in German and from memory for your instructor.
3. Using the material on p. 6-8 in Verstehen und Sprechen prepare an informal conversation with a partner.

   Work for both quality and quantity

   Use the guide below:

   Title:

   Characters:
4. Choose and complete an activity from the list of activities related to Cultural aspects of Germany and German speaking countries.

   You may suggest your own activity also.
5. Feel free to make suggestions for changing or improving this LAP. You may also express your ideas by making appropriate illustrations.

VOCABULARY HANDOUT LAP #1

Grübe - Greetings

1.	Guten Morgen	good morning
2.	Guten abend	good evening
3.	Guten tag	good day, hello
4.	Frau	Mrs.
5.	die Frau	the woman
6.	Herr	Mr.
7.	Fräulein	Miss
8.	Wie?	How
9.	dir	you, dative
10.	Ihnen	you, olative formal
11.	danke	thanks
12.	Es geht mir gut	I am fine
13.	mir	me, dative
14.	zu Hause	at home
15.	gut	well, good
16.	uns	us, dative
17.	nicht	not
18.	schade	too bad
19.	heute	today
20.	krank	ill
21.	leid	sorry
22.	die Besserung	recovery
23.	bis	until
24.	auf Wiedersehen	good bye

AUSSPRACHE

PRONUNCIATION GUIDE

A. CONSONANTS

SOUND	NEAREST ENGLISH EQUIVALENT	GERMAN SPELLING	EXAMPLES
b	b in "boy"	b at the beginning of a syllable	Buch, Bleistift haben, Brücke
Back-ch	The back-ch has no English equivalent and can be learned only by imitation.	ch after a, au, o or u	machen, auch, doch, Buch
Front-ch	The front-ch has no English equivalent and can be learned only by imitation.	ch after e, ei, i, ie, l, n or r; ch at the beginning of a syllable; g in final position after i	echt, weich, ich, riechen, welcher, mancher, durch, Chemie, richtig
d	d in "dog"	d at the beginning of a syllable	der, doch, finden, Hände
f	f in "fun"	f, v or ph	Frau, Professor, von, viele, Philosophie
g	g in "go"	g at the beginning of a syllable	gut, Geld, Glas, tragen
h	h in "hot"	h at the beginning of a syllable	Hand, heute, Herr, hierher
Silent h		The letter h is silent in the middle and at the end of a syllable, except in the combination ch.	ihn, gehen, sehen, sieh, Sohn, Halsweh
k	ck in "back"	ck and k; g at the end of a syllable, except in the combinations ig and ng; g before final voiceless consonants	dick, zurück, Amerika, kommen, Kneipe, Knie, Berg, Tag, fragt, sagst
kv	qu in "quill" except that u is pronounced like English v	qu	Quecksilber, Quelle
l	somewhat like English l but produced farther forward in the mouth	l, ll	Fräulein, Land, lernen, lesen, Ballade, Fall
m	m in "mouse"	m, mm	Amerika, im, immer, Mann
n	n in "no"	n, except in the combination ng; nn	Damen, Herren, in, nun, und, innerhalb, rennen

SOUND	NEAREST ENGLISH EQUIVALENT	GERMAN SPELLING
ng	ng in "singer"; never ng in "finger" or "ranger"	ng
p	p in "pit"	p, pp; b at the end of a syllable or before final voiceless consonants
pf	Pf has no English equivalent and must be learned by imitation.	pf
r	The German uvular r and the tongue-trilled (rolled) r have no English equivalent and must be learned by imitation.	r, rr
s	s in "so"	s at the end of a syllable or before final voiceless consonants; ss, ß
z	z in "zebra"	s at the beginning of a syllable, except in the combinations sch, sp and st
sh	sh in "ship"	sch, initial s in the combinations sp and st at the beginning of a syllable
t	t in "too"	t, dt, th and tt; d at the end of a syllable or before final voiceless consonants
ts	ts in "rats"	ds, ts, tz, z; t before -ion and -ient
v	v in "very"	w
x	x in "axe"	chs, x
y	y in "yes"	j

B. VOWELS

German vowels are usually short if immediately followed by more than one consonant.

finden, hatte, Hoffnung, können

German vowels are long if

a) the vowel is doubled

paar, See

b) followed by silent h

gehen, ihn, sah

c) occurring in the stressed syllable and immediately followed by no more than one consonant

Bruder, leben, tragen

d) occurring in the conjugational form of a verb whose infinitive stem contains a long vowel

liest (infinitive: lesen), trägt (infinitive: tragen)

SOUND	NEAREST ENGLISH EQUIVALENT	EXAMPLES
Long a	a in "father"	habe, habt, nahmen, Name, paar, Saal, Vater
Short a	a in "father" but very short in duration	Anne, Hans, Mann, Last
Long e	a in "gate"	gehe, Helene, Kopfweh, See, Wehrmacht, wer
Short e and Short ä	e in "bed"	des, es, Essen, Helene, Professor, Hände, Männer, Neustätter
Unaccented (Slurred) e	a in "sofa" and "about" (Unaccented e occurs mainly in unstressed grammatical affixes.)	beantworten, Brücke, gegeben, Helene, Sache
Long i	ee in "see"	die, hier, ihn, Kino, sieht, Maschine, wieder
Short i	i in "sit"	bin, ich, mit, Schmidt, sind
Long o	o in "so"	so, Robert, rot, wo, wohnen
Short o	o in "for"	antwortet, doch, dort, hoffentlich, kommen, Sonne
Long u	oo in "boot"	Bruder, Buch, gut, Hut, Ruf, Ruhe, tun
Short u	u in "put"	Hamburg, Stunde, um, und, uns
Long ä	a in "gate"; pronounced like German long e	Dänemark, gäbe, Mädchen, trägt
Short ä	See short e.	
Long ö	a in "gate" but with lips rounded and protruded	hören, Klöße, König, Möbel, schön

SOUND	NEAREST ENGLISH EQUIVALENT	EXAMPLES
Short ö	e in "bed" but with lips rounded and protruded	öffnen, öfter, möchte, Tochter, zwölf
Long ü	e in "see" but with lips rounded and protruded	Bücher, Stühle, Tür, Übung
Short ü	i in "sit" but with lips rounded and protruded	Brücke, fünf, Müller, Wissen, Stück
Diphthong ei and ai	i in "mice"	Bleistift, heißen, mein, Mai, Haifisch
Diphthong au	ow in "cow"	auch, auf, aus, Frau, Paul
Diphthong eu and äu	oy in "boy"	heute, Neumann, neun, Häuser, Fräulein

ICH HEISSE...

GERMAN
LAP 2

NAMEN

ADALBERT
ANDREAS
BRUNO
CHRISTOPH
DIETER
EMIL
FRITZ
GEORG
HANS
JOACHIM
JÜRGEN
KARL
KLAUS
MAX
OTTO
PAUL

PETER

ROLF

STEFAN

WALTER

WOLFGANG

GRETE

RENATE

SABINE

URSULA

ANNA
ÄNNCHEN
BRIGITTE
CHRISTEL
DORA
ERIKA
FRIEDERIKE
GERTRUD
HANNELORE
INGE
KARIN
KÄTE
LIESELOTTE
MARIE

PREPARED BY:
BIANCA ROSENTHAL PH.D.

FOR USE AT:
Federal Way School
District

SUMMER 1970

GERMAN - LEVEL I
VERSTEHEN UND
SPRECHEN - UNIT 2

E. S. E. A. Title III
Project #17-210-70-430

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MAIN IDEA:

FLUENCY IN THE TARGET LANGUAGE

PURPOSE:

The successful completion of this Learning Activity Package (LAP) will enable you to develop further your skills in speaking the foreign language you are studying.

All the activities in the LAP are interrelated. That is, you may be developing more than one skill with any activity. If you use all materials correctly you will finish the course having developed skills not only in reading and writing the language, but in speaking and understanding it, also.

LEARNING OBJECTIVES:

1. LISTENING COMPREHENSION - Given orally any word, phrase, or sentence from the unit you are studying you will be able to demonstrate your comprehension of German spoken at a normal rate of speed by

1.1 being able to summarize, in English, in written or oral form what has been said.

1.2 answering questions, in German, in oral or written form, on what has been said.

2. SPEAKING - Given tapes and small group practice sessions, you will be able to repeat exactly what is said by the speaker, pronouncing all words as he pronounces them. You will be able to demonstrate this skill by

2.1 translating the meanings of the vocabulary of all basic sentences and pattern practices into English.

2.2 using the words you have memorized to speak German in short correct sentences when participating in a dialog or group discussion.

2.3 answering in German any of the questions contained in the 20 basic sentences or the Question-Answer practice, using any suitable answer available in the basic sentences.

2.4 asking the appropriate question, when directed in English to do so, using the correct form as found in the basic sentences.

3. READING ABILITY-Given the basic and supplementary material utilized in this course, you will be able to read aloud in German with ease, proper intonation and meaning as demonstrated by

3.1 reading aloud the dialogs, basic sentences and patterns.

3.2 reading aloud the conversations at the end of the unit.

3.3 reading aloud supplementary material (magazines, other texts, etc.)

4. READING COMPREHENSION - Given written (i.e. printed) German you will be able to understand it, as demonstrated by

4.1 being able to summarize, in English, in oral or written form, what you have read.

4.2 answering questions, in German, in oral or written form, about what you have read.

LEARNING OBJECTIVES (CONTINUED)

5. WRITING - You will be able to write in German, spelling correctly and using correct grammatical sentences and idioms, as demonstrated

5.1 by dictation on the material in the unit.

5.2 by completing written assignments in German, on the material in the unit.

5.3 by achieving a degree of accuracy on all points on a written text, part in English and part in the target language, on grammar, vocabulary and word usage necessary for the next level of instruction in German.

6. APPLICATION - You will be able to differentiate between words and their meanings, recognize the relationship between them and apply concepts and specific information to novel situations, as demonstrated by

6.1 identifying correct grammatical forms or idioms.

6.2 selecting the correct completion of a phrase or sentence.

6.3 Given in German any line of any pattern practice of the basic text or supplementary material, and given a substitution, you will be able to repeat the given sentence with the substitution, using correct German.

7. CULTURAL UNDERSTANDING - You will be able to understand the cultural aspects of Germany and German speaking countries, as demonstrated by

7.1 acquiring a certain level of information about these countries from the basic text and supplementary materials.

7.2 being able to answer questions in German or English, in oral or written form about those countries, their culture and customs or

7.3 being able to identify them in a dialog, text, or visual representation of nonverbal behavior.

7.4 being able to perform appropriately in conventional situations as they relate to the German speaking world.

PRE-TEST:

See handout or 3-B, page 7 in Hausaufgaben: Check answers on page 57.

LEARNING ACTIVITIES:

REMEMBER: 1. Feel free to ask your instructor's help whenever you may need it.

2. Activities are by no means limited to only those listed in this LAP. If you think of an activity you believe can help you, or additional material that you may want to use, see your instructor.

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE #1 -LISTENING COMPREHENSION

1. Throughout this lap you will be directed to practice with tapes. Listen carefully. Try to distinguish each specific sound. Commit the sounds to memory, along with the translation of the words so that whenever you hear the words you will recognize them.

2. Listen to tape #2 Verstehen und Sprechen
Basic Dialog Namen)p. 10)
Question-Answer Practice (p. 11)

3. Concentrate
Be sure you can pronounce correctly the following:
Sie, Wallner, Anna, Krank, Karl, Böll, fehlt, Schüler, Verzeihung

Use your pronunciation guide (handout)

OPTIONAL: 1. Use the pronunciation transparency and the overhead projector.

2. For additional dialog practice you may check out the disc recording

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE #2 - SPEAKING

1. With a group of 2 or 2 other students practice the basic dialog and question - answer practice using flashcards 5, 4, 7, 8.

2. Answer the questions in complete sentences in a small group discussion (see your instructor for this activity).

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE #3

READING ABILITY AND

LEARNING OBJECTIVE #4 READING COMPREHENSION

1. Re-read the conversation and question-answer practice with an adequate pronunciation.
2. Record it on your special tape.
3. Memorize all words and translations.
4. Check your vocabulary list for this chapter (handout).
5. You may add additional words.
6. Know the meaning of all words - look them up in the dictionary.
7. Memorize the spelling of all vocabulary from the basic sentences - be able to write any part of these from dictation.
8. Compare your answers with students who are on the same level that you are.

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE #5 - WRITING ABILITY

1. Review: Write out in full Pattern Practice #4 of Unit 1, Verstehen und Sprechen (p.4) or Workbook (Ubungsbuch) #3
2. Write out in full Pattern Practice #4 of Unit 2, Verstehen und Sprechen (p.12) or Workbook (Ubungsbach) #4
3. Participate in a small group dictation (see your instructor for this activity)

OPTIONAL: 1. Copy out and memorize #3, Verstehen und Sprechen p. 14 or copy out and memorize Conversation #5 or #6 Verstehen und Sprechen p. 15
Perform for additional credit when taking oral test.

2. Workbook (Ubungsbuch) #5

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE #6 - APPLICATION

These activities are divided into 5 sections: A, B, C, D, and E.

With parts A, B, C and D you will learn a grammar point.

With part E you will learn a word usage point.

A. You should be able to use correctly the third person singular form of the verbs sein, heissen, sagen, fehlen.

1. Read pattern Practice 1-10, Verstehen und Sprechen, pp. 12, 13.

   Read Conversations #4 and #5, Verstehen und Sprechen, pp. 14, 15.

2. Practice with tape #2 Verstehen und Sprechen.

3. Read generalization 3-A in HAUSAUFGABEN für Verstehen und Sprechen pp. 6, 7 or handout

   So the verb heissen will be conjugated like this:

ich heisse	wir heissen
du heisst	ihr heisst
er heisst	sie heissen
sie heisst	sie heissen
es heisst	

   Now try and conjugate and memorize the verbs sagen and fehlen.

4. Do the writing exercise 3-A in Hausaufgaben, p.7

5. Check your work in the Answer part of HAUSAUFGABEN, p. 57 or with the projectuals.

6. Correct any errors. If you missed some answers, go over the learning activities again, study iit or see your instructor or another student who can help you.

B. You should be able to use correctly subject pronouns ich, du, er, sie, wir, ihr, sie and the interrogative pronoun wer?

Remember: Wer? is an interrogative pronouun meaning who?

Wer ist hier? means .....you guessed right: Who is here?

1. Read Pattern practice #9, Verstehen und Sprechen, p.13
2. Practice it with tape #2.
3. Read generalization 4-A in Hausaufgaben, p.8.

C. You will be able to distinguish the difference between der, die, das, words and be aware of the correct usage of masculine, feminine and neuter articles in the Nominative case (subject case) when making substitutions within the basic sentences and pattern practices.

1. Read generalizations 3-C, p. 7, 3-D, p. 7, in Hausaufgaben or handout
2. Do the writing Exercises #3-C, 3-D, p.7,8; 4-B, p.8, in Hausaufgaben
3. Check your work in the Answer part of Hausaufgaben p.57 or with the projectuals.
4. Correct any errors.

D. You will be able to use the prepositions vor, neben, hinter with correct dative pronouns and understand their meanings.

1. Read Pattern practice #8, Verstehen und Sprechen p. 13.
2. Practice with tape #2.
3. Translate pattern #8 into English using the dictionary if necessary.

E. You will be able to give a negative answer to any question in the first two units.

1. Read Pattern practice #1, 6, 7, Verstehen und Sprechen p. 12, 13.
2. Practice with tape #2.
3. Study basic sentences 6, 14, 18, 20 Verstehen und Sprechen, p. 10.
4. Read generalization 3-E in Hausaufgaben p.8 or handout.
5. Do the writing Exercise 3-E in Hausaufgaben, p. 8 or handout.
6. Check your work in the Answer part of Hausaufgaben, p. 57, or with the projectuals.
7. Correct any errors.

SELF - EVALUATION:

1. Check all writing Exercises in the Answer Book as soon as you complete each one.
2. Correct any errors.
3. Try to find the reason for your errors.
4. Assure yourself that you understood the dialog and basic sentences, by using the checkout questions after each conversation, for oral or written answers.
5. Take the written self-evaluation test (handout).
6. Compare your answers with students who are on the same LAP.
7. If you need help at <u>any time</u>, see your instructor or another student who can help you.
8. When you finish the LAP, see your instructor for testing. When you have tested satisfactorily you are ready to go on to the next LAP.

ADDITIONAL LEARNING OPPORTUNITIES:

YES, IT PAYS: EXTRA CREDIT !!!

1. Following the directions for learning objectives #1 and 2 rehearse with another student, one or as many conversations as you may wish in your basic text Verstehen und Sprechen, p.14-16.
2. When you are ready perform the conversation in German and from memory for your instructor.
3. Using the material on p. 14-16 in Verstehen und Sprechen prepare an informal conversation with a partner.

   Work for both quality and quantity

   Use the guide below:

   Title:

   Characters:
4. Choose and complete an activity from the list of activities related to Cultural aspects of Germany and German speaking countries. You may suggest your own activity also.
5. Feel free to make suggestions for changing or improving this LAP. You may also express your ideas by making appropriate illustrations.

WRITTEN SELF EVALUATION TEST - LAP #2:

Complete the missing blank.

1. Wie Heist.....,.....
   the girl student next to you the girl behind

2. .....,.....,.....
   you her the boy student in front of you

3. .....
   the boy next to you

4. ..... ist..... .....
   maybe woman teacher man teacher

   heute krank.

5. Ist das nicht Fritz..... .....
   here in front of me here next to me

6..... ....
   there in front of you there next to her her

7..... .....
   behind me there in back of him

8. Paul sagt, sie ist..... ....
   sick today at home today not yet

9. ....
   here maybe sick maybe at home

10. ....
    Excuse me, my name isn't Fritz speedy recovery

11. ....
    best wishes to the family good-bye, see you tomorrow

Rewrite these sentences, substituting the word in the right-hand column for the underlined word. Be sure to make all other necessary changes.

12. Geht es dir gut <u>Willi</u>?? <u>Herr Doktor</u>

13. Wie heisst der Schüler da vor dir? - Er heisst <u>Paul</u> <u>Luise</u>

14. Wo ist <u>Karin</u>? Ist sie vielleicht krank zu Hause? <u>Rudi</u>

(Answers on back)

ANSWERS TO SELF EVALUATION TEST - LAP #2:

1. die Schülerin neben dir das Mädchen hinter
2. dir ihr der Schüler vor dir
3. der Junge neben dir
4. vielleicht die Lehrerin der Lehrer
5. hier vor mir hier neben mir
6. da vor dir da neben ihr hier
7. hinter mir da hinter ihm
8. heute krank heute zu Hause Noch nicht
9. hier vielleicht krank vielleicht zu Hause
10. Verzeihung, mein Name ist nicht Fritz gute Besserung
11. Schönen Grus zu Hause Auf Wiedersehen, bis morgen
12. Geht es Ihnen gut Herr Doktor?
13. Wie heisst die Schülerin da vor dir? - Sie heisst Luise
14. Wo ist Rudi? Ist er vielleicht krank zu Hause?

POST - TEST:

1. Pick up your written post-test for LAP #2 at the testing center. Remember: Material covered in LAP #1 will be included. Review.
2. Oral post-test: You should be able to answer the questions about the dialog basic sentences. You may
   a. hand in your special tape on which you recorded the answers or
   b. answer the questions in complete sentences in German, when the instructor asks questions in a small group discussion.

VOCABULARY HANDOUT LAP #2

1.	Der Name, pl Die Namen	The name, pl. names
2.	Hei Ben	to be called
3.	Verzeihung	excuse me
4.	Der Schüler	boy student
5.	neben	next to
6.	die Schülerin	girl student
7.	hinter	behind
8.	dir	you, dative
9	fehlen	to be absent
10.	noch nicht	not yet
11.	hier	here
12.	warum?	why?
13.	ist er?	is he?
14.	vielleicht	perhaps
15.	sagen	to say
16.	vor	in front of
17.	der Lehrer	male teacher
18.	die Lehrerin	female teacher
19.	Wer?	who?
20.	Wo?	where?
21.	auch	also
22.	der Läufer	the bellboy
23.	das Fräulein	the young lady
24.	die Tochter	the daughter
25.	das Telegramm	the telegram
26.	für	for
27.	danke schön	thank you
28.	bitte sehr	you are welcome

Understanding

German

Culture

Written for use at:
Federal Way Sch. Dist.
Written By:
Bianca Rosenthal PhD
Summer, 1970

E.S.E.A. Title III
Project #17-210-70-430

MAIN IDEA

Understanding the various aspects of the German culture is an aid in learning the German language.

PURPOSE

People everywhere have to satisfy certain basic needs such as for physical well - being, for acceptance by others and for a positive self - concept. Predictably, different groups of people have developed different ways of satisfying their needs. One usually has to employ many interacting patterns to satisfy a need.

The student should become aware that cultural patterns exist. This LAP should help you develop the skills necessary to find information abuot German culture which in turn can be used as a learning experience or for the enjoyment of others.

LEARNING OBJECTIVE #1

You will be able to show that you have developed the skills necessary to find needed information about German culture by doing the following:

REQUIRED ACTIVITIES

1. Identify a question about German culture which interests you and write it down. If you can't become interested on your own you may consult the enclosed lists for ideas.
2. Locate the titles of at least three articles in periodicals and three books which may be reasonably thought to contain information on the topic you identified in 1 above. Prepare a separate index card for each title, using a standard bibliographical model.
3. Skim the publications contained in the bibliography you prepared in 2 above for pages which are relevant to your topic. Indicate on the index cards (see 2 above) what these pages are.
4. Read the pages identified in 3 above and transfer the most important facts to the index cards.
5. Outline the subtopics and sequence of development which you would use to develop the topic.
6. Compose twenty questions which might be asked of a native speaker of German to provide additional information on your topic.
7. Locate additional sources through the Book Review Digest.

LEARNING OBJECTIVE #2

You will be able to write or speak creatively in German or English for the information or enjoyment of others.

REQUIRED ACTIVITIES

1. Present a brief oral report in German or English (5-10 Minutes) on the topic you chose.
2. Demonstrate your interest in German culture by exhibiting an individual project. (This may be an extension of a hobby or an outside interest. You may consult the list of suggested activities).

PRE-TEST

There is no pre-test required.

SELF-EVALUATION

Check with your instructor or another student if you have any difficulties in completing the required activities. Keep your instructor informed of your progress. Your completed assignments for the required activities are your self-evaluation test.

POST-TEST

1. There is no post-test.
2. Hand in a completed outline and a written report based on the findings of your research.
3. List your sources.

ADDITIONAL LEARNING OPPORTUNITIES

1. There is no limit to the number of topics you may choose to develop.
2. You may also follow your own course of action if properly outlined.

SUGGESTED INDIVIDUAL PROJECTS

1. An interview of an unusual resource person
2. Scrapbook or a collection of things (geography, customs, costumes, literature, and music)
3. A letter to be sent in conjunction with what is under study
4. Create or work with cartoons
5. A listening experience
6. An assignment that relates to another subject matter area in school (home economics, art, music, history, social studies)
7. At least two individual field trips within walking or bus distance (German meat market)
8. two projects that can be completed using construction paper, scissors, Magazines, paste, flash cards, vocabulary cards, etc.
9. a tape recorder
10. a library trip to use an unfamiliar reference
11. a trip to the college or city library
12. an assignment requiring only magazines and newspapers
13. A group speech project
14. A writing assignment requiring props or on-the-spot experience
15. an assignment involving original poetry
16. an assignment to be completed with guitar accompaniment
17. a camera assignment
18. a mobile
19. sculpture--wood, metal, junk
20. a game or activity that relates vaguely or better (Hangman Bingo)
21. a language activity not recognizable as "grammar"
22. a bulletin board or showcase display, calendar, holidays, food
23. using an original time line
24. requiring attendance at a movie, play, speech
25. some improvisation: conversations depicting special occasions
26. A vocabulary activity charts, cards
27. self-expression through drama

TOPIC SUGGESTIONS
TO BECOME FAMILIAR WITH THE GERMAN WAY OF LIFE

1. Similarities and parallels between America and Germany
2. To develop a broader social consciousness
3. To relate the linguistic and cultural aspects of German
4. Basic values and way of life
5. German customs
6. Foreign languages and practical aspects (introductions, greetings, holiday cards)
7. How people outside the U.S. live
8. To recognize the parts other cultures play in their relationship with the American culture
9. Refusal to stereotype (Recognizing stereotypes in the light of what has been learned)
10. Foods; prepare German recipes
11. Going to a restaurant
12. Daily life in Germany
13. Recreation in Germany
14. Festivals
15. Student life
16. Christmas
17. Christmas party
18. Writing skits to exemplify life in some German-speaking country.
19. Acting out skits on life in German - speaking countries.
20. Collecting magazine articles and pictures dealing with the life and the people of Germany.
21. Gathering information about legendary
22. German culture in America
23. Horse training in Germany
24. German dog-breeds
25. Visiting a German home
26. Interviewing a German exchange student

TO BECOME FAMILIAR WITH THE PHYSICAL ASPECTS OF GERMANY

1. The physical aspects of Germany
2. Locating on a map the birthplaces of famous Germans
3. Plan a trip to Germany (Various sightseeing)
4. Reporting on individual cities
5. Reporting on individual regions
6. Drawing maps (food, employment, relief)
7. Designing travel posters
8. Reporting on countries where German is spoken
9. Conducting a tour of Berlin or other cities
10. German Economic Situation
11. Basic Date on Germany
12. Regions of large German populations in the U.S.
13. Natural resources of Germany

TO BECOME FAMILIAR WITH THE ORIGIN OF THE GERMAN LANGUAGE

1. History of the German language
2. The language of advertizing
3. Crossword puzzles
4. Proverbs (Comparing German and English proverbs)
5. Reporting on countries where German is spoken
6. Cognates (similar words in English)
7. Reading periodicals in German
8. Singing songs in German
9. Asking and answering questions about pictures and maps
10. Building and using vocabulary through games
11. Analyzing the difficulties found in pronunciations.
12. Writing to pen pals in Germany
13. Finding German words used in ordinary English speech and giving their meanings.
14. Making a list of words common to both languages.
15. Idiomatic expressions and their meanings
16. Studying the language tree in order to uisualise the relationship of German to other languages.

TO BECOME FAMILIAR WITH THE MUSIC, ART AND LITERATURE OF GERMANY

1. Contribution of the Germans in music, art or literature
2. German fairy-tales
3. Singing folk-songs
4. Bulletin board displays
5. Filmstrips
6. Making posters (Architecture, Cathedrals)
7. Gathering information about legendary characters of Germany.
8. Reading and reporting on one of the more famous works in German literature.
9. Becoming familiar with some modern writers.
10. Reading a German drama
11. Making a collection of reproductions of German works of art and architecture.
12. Well-known cathedrals, monuments, universities
13. Compiling a list of composers, including some of their achievements.
14. Reporting on a famous person in the field of art, literature, architecture, or music.

TO BECOME FAMILIAR WITH THE HISTORY OF GERMANY

1. Significant events in German history
2. Evaluation of present day problems
3. Collecting articles and making a scrapbook of interest relative to German history
4. Obtaining information from American Government sources
5. A game dealing with history
6. Playing twenty questions on famous figures in German history
7. Playing Charades with German history as source.
8. Acting out plays of historical value and content
9. Planning a Who's Who in German history with pertinent facts for each person.
10. Coordinating a bulletin board display.
11. Preparing dialogs of famous men in German history
12. The German government
13. Reconstruciton after World War II
14. Discussing the role of the U.S. in Germany
15. The Marshall Plan
16. The refugee problem in Germany
17. Eastern Germany
18. Germany is foreign relations
19. Current events notebook on Germany
20. German scientists
21. Germans in America
22. Events leading up to World War II.
23. Reviewing German history up to the present time
24. Summing up important points of the German Constitution

TO BECOME FAMILIAR WITH THE HISTORY OF GERMANY

I. Origins (before 600 A.D.)
   A. Where they came from
   B. The migrations

II. The Franks (600-900)
   A. The Christianization of the Franks
   B. The Holy Roman Empire

III. The middle Ages (900-1250)

IV. The Renaissance and the Reformation (1250-1700)

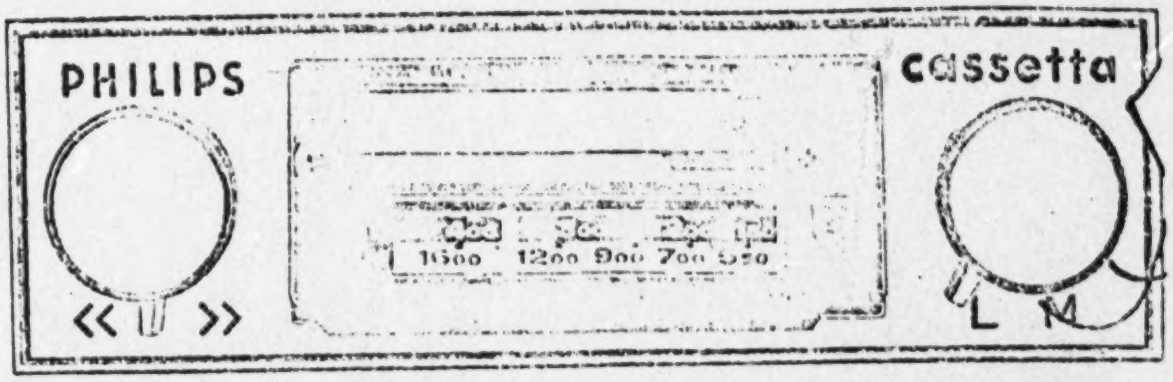
V. The 18th Century

VI. The 19th Century

VII. The 20th Century
   A. World War I and after
   B. World War II and after

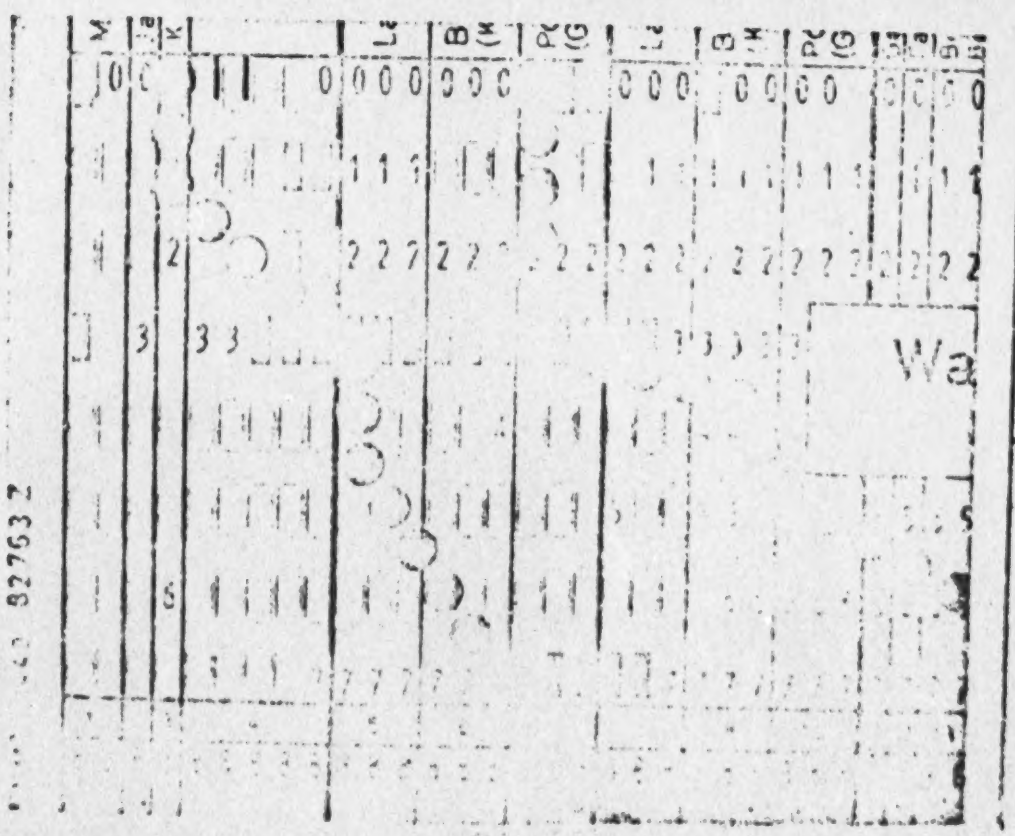
GERMAN
CAREER LAB

TUNE IN TO YOUR CAREER



BUSINESS CORRESPONDENCE

" AUF DEUTSCH"



For use at:
Fed. Way Sch. Dist.
By: Bianca Rosenthal PH.D.
Summer, 1970

E.S.E.A. Title III
Project #17-210-70-430

MAIN IDEA: Recognizing a way in which foreign languages are used in the world of work.

PURPOSE: The increasing importance of foreign countries as a market for American products and a source of supply daily opens new opportunities and poses new demands on the business oriented individual.

One can no longer expect this great volume of commerce to be carried on in English - - not as it is. Newspaper ads and business publications are daily begging for secretaries, managers and technicians with bilingual abilities.

Foreign competition, especially German and Swiss, generally has the edge on North America in the field of bilingual competence, simply because their language instruction gives more emphasis to the practical and more immediate demands cited above.

This learning package (LAP) contains the primary elements of the vocabulary and form of general business correspondence. It is an easy stepping stone to a more expanded study and opportunity. Yet it is in itself of immediate and useful application.

LEARNING OBJECTIVES:

Writing Satisfactory letters of request and subscriptions.

1. The student will be able to translate into English the vocabulary lists with no more than a 20% error factor.

2. The student will be able to translate into English two letters from the lesson.

3. The student will be able to take dictation in German from all the letters in the lesson with no more than a 20% error factor.

4. The student will be able to compose a letter in German based on the models in the text that will answer a specific business purpose.

PRE-TEST:

1. List three items in German that might be requested by letter.

2. List at least 3 salutations.

3. List at least 3 closing statements.

4. Following is a list of terms customarily used in business correspondence.

   a. Give the English equivalents.

   b. Indicate where the term would be found in a letter.

   Use H for Heading, L for Letter, S for Salutation, CL for closing statement

1. Überweisung	8. Fernruf
2. mit Luftpost	9. Fernschreiber
3. Postscheckkonto	10. Landeskreditkasse
4. Anfrage	11. Aktenzeichen
5. Abnahme	12. Ihre Nachricht
6. verpflichten	13. Verzögerung
7. Preis	14. im Zusammenhang

PRE-TEST ANSWERS:

1. Freisliste, Katalog, Muster

2. Salutations:
   1. Sehr geehrter Herr
   2. Lieber herr
   3. Herrn M. Weber
      München 33, Löwenstrass 27

3. Closing Statements:
   1. mit freundlichen Grüssen
   2. mit besten Empfehlungen
   3. hochachtungsvoll

4.

1.	remittance	L, H
2.	by airmail	H
3.	postaccount	L, H
4.	inquiry	L
5.	decrease	L
6.	obligate	L
7.	price, prize	L
8.	telephone	H
9.	teletype	H
10.	county credit union	L, H
11.	sign	H
12.	your letter	L, H, CL
13.	delay	L
14.	in connection	L

VOCABULARY LIST:

Give the English equivalent of the following:

1. Bestellscheine
2. Subskriptionsbriefe
3. Broschüren
4. Informationsschriften
5. Muster
6. Kataloge
7. Beantwortung
8. Zeitung
9. Zeitschriftenanzeigen
10. kurze
11. einfache
12. Briefe
13. gewöhnlich
14. bestehen
15. sie
16. nur
17. aus
18. Sätzen
19. damit
20. unmittelbare
21. Zusendung
22. des Gewünschten
23. Absender
24. vergessen
25. genauestens
26. angeben
27. obzwar
28. offensichtlich
29. unterlassen
30. Adressenangaben
31. vielfach
32. enttäuscht
33. folgend
34. Beispiele
35. geehrte
36. Einsendung
37. bitten
38. wie
39. gratis
40. "Stern"
41. unverbindlichen
42. zehntägigen
43. Ansicht
44. angeboten
45. freundlichen
46. Grüssen
47. lautet
48. verspätet
49. danke
50. Qualität
51. scheint
52. versprochen
53. Preis
54. Anzahlungsmöglichkeit
55. günstig
56. Postscheckkonto
57. Zahlung
58. besten
59. Empfehlungen
60. Grossversand
61. Abteilung
62. angegebene
63. kostenloses
64. Exemplar
65. Winterkataloges
66. einsenden
67. gemäss
68. Annonce
69. Erwartung
70. Nachricht
71. Datum
72. Bezugsbeginns
73. Dauer
74. Bestellung
75. Bezugsgebühr
76. Art
77. Zuweisung
78. Zeitung
79. Postfach
80. Wochenendbeilage
81. Bilder
82. Zeiten
83. nächsterreichbaren
84. Termin
85. Dauer
86. mindestens
87. Monaten
88. beiliegend
89. Postanweisung
90. Gebühr
91. Beilage
92. Hochachtungsvoll
93. Anschrift

LEARNING ACTIVITIES:

REMEMBER:

1. Feel free to ask your instructor's help whenever you may need it

2. Activities are by no means limited to only those listed in this LAP. if you think of an acitivity you believe can help you, or additional material that you may want to use, see your instructor.

You may use the following:

RESOURCES:

1. Eichborn, Reinhart von. German Business Dictionary Prentice - Hall

2. Gunston, C. A. and C. M. Corner. German-English glossary of financial and commercial terms. Adler.

3. So schreibt man Geschäftsbriefe in Deutsch. 100 deutsche Musterbriefe für Export und Import. Langenscheidt, Berlin-Schöenberg.

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE 1:

1. Using the dictionary find the English equivalent for the words in the vocabulary lists.

2. Memorize the vocabulary lists by your own method.

OPPITIONAL:

Arrange the words in the vocabulary lists into groups of nouns, verbs, adjectives and prepositions.

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE 2:

1. Translate the introduction to the lesson on page 5.

2. Translate the model letters on page 6 into English.

LEARNING ACTIVITIES - CONTINUED:

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE 3:

1. Listen to the German Audio Tape of the entire lesson.

2. When you have finished ask another student or the instructor to give you dictation in German on part of the text.

3. Check your spelling with the vocabulary lists.

4. Correct any errors. Try to find the reason for your errors.

Feel free to ask your instructor's help whenever you may need it.

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVE 4:

1. Write a letter based on a model in the lesson.

2. Have your instructor check for errors.

Bestellscheine und Subskriptionsbriefe

Bestellscheine für Broschüren, Informationsschriften, Muster, Kataloge, usw. in Beantwortung von Zeitungs- oder Zeitschriftenanzeigen sind sehr kurze und einfache Briefe. Gewöhnlich betsehen sie nur aus ein bis zwei Sätzen.

Damit unmittelbare Zusendung des Gewünschten erfolgt, darf der Absender jedoch nicht vergessen genauestens seine Adresse anzugeben. Obzwar dies so offensichtlich ist, unterlassen viele Absender genaue Adressenangaben und sind vielfach enttäuscht wenn keine Sendung erfolgt.

Here is a translation of the above:

Requests and Letters of Subscription

Requests for pamphlets, samples, catalogues, etc., in reply to ads in newspapers, are very brief and simple letters. Generally the text consists of one or two sentences only.

The writer should make sure he puts his address in the letter so he can be sent what he asks for. This would seem - - and is - - quite elementary. Many writers, however, forget to write explicitly their addresses, and are then upset, when they receive nothing.

Folgend sind zwei Beispiele solcher Briefe

München, den 25 Juli 1970.

Der Photo-Porst

Abt. 545
85 Nürnberg

Sehr geehrte Herren

Darf ich um Einsendung Ihres "Photohelfers" bitten wie er gratis im "Stern" zur unverbindlichen zehntägigen Ainscht angeboten wurde.

Mit freundlichen Grüssen

Ernst Weber

Meine Adresse lautet:

München 13, Calwer Strasse 54

München, den 25 August 1970.

Der Photo-Porst

Abt. 545
85 Nürenberg

Sehr geehrte Herren

Sehr verspätet danke ich Ihnen für den mir zur Ansicht eingesandten "Photohelfer". Die Qualität scheint wie versprochen und der Preis mit 1/5 Anzahlungsmöglichkeit sehr günstig.
Meine Zahlung erfolgt auf ihr Postscheckkonto.

Mit besten Empfehlungen

Ernst Weber

Berline, den 12 September 1970

An den

Internationalen Grossversand

QUELLE

Abteilung G95 851 Fürth/Bay

Sehr geehrte Herren

Bitte mir an die angegebene Adresse eim kostenloses Exemplar Ihres Winterkatalogs einsenden, gemäss der Annonce in der Zeitschrift "Brigitte".

In Erwartung Ihrer Nachricht bin ich

Ihre

Maria Lübke

SUBSKRIPTIONS BRIEFE

Sie sind kurz und einfach. Der Absender soll folgendes einschliessen:

1. Die Adresse
2. Datum des Bezugsbeginns
3. Dauer der Bestellung
4. Bezugsgebühr und Art der Zuweisung

LETTERS OF SUBSCRIPTION

They are also brief and simple. The writer should include the following:

1. His address.
2. When the subscription should begin.
3. How much time the same should last.
4. Reference to payment and how it will be fowarded.

Düsseldorf, den 20 Juli 1970.

An die

Frankfurter Allgemeine
Zeitung für Deutschland
6000 Frankfurt am Main 1 - Postfach 3463

Sehr geehrte Herren

Senden Sie bitte die Frankfurter Allgemeine Zeitung mit der Wochenendbeilage "Bilder und Zeiten" vom nächsterreichbaren Termin an für die Dauer von mindestens 6 Monaten.

Beiliegend ist eine Postanweisung für die Gebühr von DM 7,60.

I Beilage

Hochachtungsvoll

Willie Meyer

Meine Anschrift lautet:

Düsseldorf 8, Amalienstrasse 13/II

SELF-EVALUATION

The correct completion of all the assignments required for the individual learning objectives is a satisfactory assessment of your ability and readiness to take the post-test.

Remember: Always correct any errors.

1. Try to find the reason for your errors.
2. Compare your answers with students who are working on the same LAP.
3. If you need help at any time, see your instructor or another student who can help you.
4. When you finish the LAP, see your instructor for testing.

POST-TEST:

The Post-Test consists of three parts:

1. Written translation of two letters selected at random from the lesson.

2. Translation of words selected at random from the vocabulary list.

3. Taking dictation from the instructor with random selection from the text of the lesson.

ADDITIONAL LEARNING OPPORTUNITIES:

Below are listed some suggestions. You are by no means restricted to these. They are only suggestions, and you are encouraged to come up with your own plan of action.

In either case, SEE YOUR INSTRUCTOR and develop your plan of action for additional learning opportunities.

1. Translate the Newspaper ads provided in the lesson.

2. Write a letter based on a model in the lesson in answer to one of the ads in this lesson.